

Summary of Possible Assessments for Present Levels of Educational Placement

Type of Assessment	Advantages	Disadvantages	Possible Examples
Nationally Normed Assessments Areas on the GIEP model: 1. Ability and assessment test scores 2. Group and Individual achievement scores	<ul style="list-style-type: none"> • Mastery based • May provide documentation that out of level assessments are necessary • Indicates how child compares with large, varied population • Objective data • Some can be administered above grade level for more appropriate data 	<ul style="list-style-type: none"> • Data may not document annual growth • Based on current grade level achievement • Does not easily transfer to local instructional goals, objectives • Grade level equivalence does <i>not</i> correlate with grade level instruction • Usually not locally scored; may be a wait time for data 	Achievement tests: like Woodcock Johnson, KTEA, Stanford SAT (grades 7 – 12) Keymath Terra Nova 4Sight TOWS EXPLORE (gr 4– 8) GRE OLSATS
PSSA Areas on the GIEP model: 2. Group and Individual achievement scores	<ul style="list-style-type: none"> • Objective Data • May help identify areas of weakness: specific content area, test taking skills • Directly aligned with curriculum outcomes 	<ul style="list-style-type: none"> • Measures minimum curricula achievement and performance • Not locally scored; lag time for obtaining data • Not a good gage of AYP 	
Report Card Grades	<ul style="list-style-type: none"> • Can provide data on curriculum presented: rate of acquisition and retention • Consistent mastery (A's) can indicate need for above level testing • May reflect effective teaching approaches for 	<ul style="list-style-type: none"> • Subjective. Considers data not needed for PLEP like neatness, homework, following directions • Not standardized even within one school building • Do not establish current 	

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Portfolio Data/ Performance Based Assessment Areas on the GIEP model: 6. Aptitudes, Interests and Specialized skills	<ul style="list-style-type: none"> • Document on-going progress • Performance based rather than paper/pencil • Indicators for creativity, leadership, executive functioning skill may be evident • Permits talent development not available in other assessments • Covers content areas lacking in grade level standards • Help indicate abilities with Habits of Mind; process skills • Can be used to measure short and long term growth • Effective with visual/spatial and students with alternative learning styles • Can align with standards 	<ul style="list-style-type: none"> • Not standardized – no psychometric standards of reliability and validity • Lack consistency • Subjective • Lack empirical data 	Projects Products Videos of performance Well constructed rubrics

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<p>Competition Information</p> <p>Areas on the GIEP model: 6. Aptitudes, Interests and Specialized skills</p>	<ul style="list-style-type: none"> • Provide information on areas of specialized talent/interest • Comparison based on broader population than local classroom • Standardized to some degree • May cover more content/skills than classroom • Content specific comparison with populations • May provide data on Higher Order Thinking Skills 	<ul style="list-style-type: none"> • Do not specifically correlate with curriculum/instruction within district • Difficult basis for establishing goals or progress • Lag time in obtaining data 	<p>Content Competitions:</p> <ul style="list-style-type: none"> • AMC. Mathcounts • Odyssey of Mind • Future Problem Solving • Art, Music, Writing, etc.
<p>National Content or Organization Specific Tests</p> <p>Areas on the GIEP model: 5. Instructional Levels 6. Aptitudes, Interests and Specialized skills</p>	<ul style="list-style-type: none"> • Emphasis on specific skills for a content area • May be based on comparisons with gifted populations rather than general populations 	<ul style="list-style-type: none"> • Must be above grade level to establish ceiling of instructional ability • May have a lag time in obtaining data unless it can be scored locally 	<p>John Hopkins: SCAT. STEP National Council of Teachers of Math Explore Purdue or Renzulli Scales Iowa Acceleration Scale Learning Style Tests Creativity Assessments Multiple Intelligence Assessments</p>

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Teacher Designed Assessments Areas on the GIEP model: 4. Progress on goals 6. Aptitudes, Interests and Specialized skills	<ul style="list-style-type: none"> • May help measure skills and abilities not included in other measures (learning styles, effective methods for instruction, creativity, leadership) • Can be used to document progress • Data is readily available • Goals of instruction are clearly defined to establish data • May help with formative evaluations and diagnostic decisions 	<ul style="list-style-type: none"> • Lack of validity, reliability data • May not relate to an instructional level • Will vary from year to year – difficult to monitor progress • Extremely subjective • May measure tasks that do not support curricular outcomes 	Rubrics Behavior Assessments
Anecdotal Data Self or Peer Evaluation Areas on the GIEP model: 4. Progress on goals 6. Aptitudes, Interests and Specialized skills	<ul style="list-style-type: none"> • May cover any other skills, information not included in other assessments • Encourages metacognition and self-assessment 	<ul style="list-style-type: none"> • Subjective • May not relate easily to present levels of performance • Rarely yield grade level data 	

Linda Deal, 2010

Data from any of these areas can indicate information for the strengths section of the GIEP.

There are on-line rubrics available on higher order thinking skills located at:

https://my.wsu.edu/portal/page?_pageid=177,276578&_dad=portal&_schema=PORTAL